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ABSTRACT

Produced by the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire, this annotated bibliography contains a list of articles, books, and other publications that deal with the issues regarding parent involvement in children's education. The bibliography is not intended as an all-inclusive list of published materials. Rather, it contains materials selected for currency, relevance, and usefulness to parent involvement staff members at the six Chapter 1 Technical Assistance Centers in the United States and their clients. Listings are relevant to five parent involvement topics: parents as teachers, parents as learners, parents as decision makers, parents as supporters and advocates, and administrative issues and teacher training. The authors and the five topic categories are cross-referenced. Over 130 references are cited. (RH)

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PARENT INVOLVEMENT

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MARCH, 1989

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PARENTS —*IN*— EDUCATION

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Chapter 1 Technical Assistance Center
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BIBLIOGRAPHY

This Bibliography is a PARENTS IN EDUCATION product of the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire. The Parent Involvement Center was funded by the US Department of Education in 1988 to collect, organize, review, and disseminate information that will help Chapter 1 programs conceive and organize plans to involve parents in their children's education.

The Bibliography contains a listing of articles, books, and other publications that deal with the many issues in parent involvement. It is not intended as an all-inclusive list of published material about parent involvement. Rather, it results from a careful screening to ensure that the materials listed are current, relevant, and usable for parent involvement staff members at the six Chapter 1 Technical Assistance Centers in the United States and their clients.

As with other materials and products of the PARENTS IN EDUCATION series, the publications listed in this Bibliography were selected as relevant to one or more parent involvement topics: Parents as Teachers, Parents as Learners, Parents as Decision-Makers, Parents as Supporters/Advocates, and Administrative Issues/Teacher Training. These categories are further explained in a list of descriptors which immediately follows this introduction.

CROSS-REFERENCE
Following the list of descriptors, a cross-referenced list of authors and the five categories of parent involvement appears. Users of this bibliography are encouraged to scan the list to identify authors who have written materials which pertain to specific categories and issues. Dates of the articles are also included with the authors' names to distinguish among multiple articles by one author.

PARENT INVOLVEMENT STAFF

M. Christine Dwyer Diane D' Angelo Wendy J. Graham C. Ralph Adler Mary Ellin Logue

Our appreciation to Mary Ingham for annotating many of the articles in this Bibliography.

PARENT INVOLVEMENT CATEGORIES AND DESCRIPTORS

PARENTS AS DECISION-MAKERS

Parents as decision-makers (overview)
Training parents for decision making
Parent councils
Parents as policy makers
Parent organizations
Legislation
Choice of school/curriculum

PARENTS AS LEARNERS

Parents as learners (overview)
Teen parenting
Single parenting
Parenting skills
Discipline/behavior
Stress/coping
Parent peer support
Adult education
Even Start/literacy
Parent-ready publications
Child development
Use of community resources
Training on home-school communications
Non-school based parent education programs
Family resource centers

PARENTS AS TEACHERS

Parents as teachers (overview)
Parents as homework helpers
Parents as home instructor
Fathers as teachers
Subject specific training-reading
Subject specific training-language
Subject specific training-math
Subject specific training-other
Educational everyday family activities
Home values affecting education

PARENTS AS SUPPORTERS/ADVOCATES

Child advocacy
Parents as school aides
Parents as volunteers
Parent events
Involving fathers
Parents as school advocates
Parents' rights and obligations
How parent involvement affects achievement
Intergenerational/cross-age learning

ADMINISTRATIVE ISSUES/ TEACHER TRAINING

Administrative issues/teacher training (overview)
Administrator's role in parent involvement
Reporting to parents
Home visits
Parent-teacher conferences
Parent involvement policies
Negative attitudes (staff and parents)
Barriers - working parents
Barriers - cultural and social class
Barriers - geographic
Barriers - child care
Barriers - LEP Parents
Barriers - migrant families
Barriers - homeless families
Barriers - disadvantaged families
Financing parent involvement
Assessment of effectiveness of parent involvement
Benefits of parent involvement
Outreach to parents
Parents and classroom visits
Parents of handicapped children
State parent involvement initiatives
Federal parent involvement initiatives

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
Adams, D. (1976)		x	x		x
Ascher, C. (1987)	x				x
Austin School Dept. (1977)	x			x	x
Baenninger, L. (1976)	x	x			
Balasubramaniam, M. (1988)		x		x	
Balmuth, M. (1988)		x			
Barber, G. (1987)	x				x
Beard, B. (1986)	x				x
Becher, R. (1984)	x	x			x
Becker, H; Epstein, J. (1982)					x
Becker, H.; Epstein, J. (1982)	x	x			x
Bowren, F. (1987)					
Burchby, M. (1982)					x
Cameron, L. (1977)		x			x
Chavkin, N.; Williams, D. (1987)					x
Chicago Public Schools (1987)	x			x	x
Chrispeels, J. (1987)	x			x	x
Chrispeels, J. (1987)				x	x
Comer, J. (1984)			x	x	x
Comer, J. (1988)			x	x	x

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
Comer, J. (1986)					x
Comer, J. (1988)				x	x
Comer, J. (1986)					x
Cornell, T. (1988)		x			
Criscuolo, N. (1983)				x	
Davidson, J.; Wheat, T. (1989)		x			
Davies, D. (1981)					x
Davies, D.; Zerchykov, R. (1985)			x		x
Davies, D. (1988)	x		x	x	x
Davies, D. (1985)					x
Davies, D.;Zerchykov, R. (1981)			x		x
de Kanter, A. (1986)	x			x	x
Des Moines Public Schools (1978)					x
Diekhoff, G. (1988)		x			x
Dolan, (1978)	x				x
Dudley, C.; Rosenberg, R. (1979)					x
Educational Commission (1988)					x
Elliot, J. (1987)	x				x
Epstein, J. (1984)	x				x
Epstein, J. (1988)					x

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
Epstein, J. (1986)					x
Epstein, J. (1987)	x				x
Epstein, J. (1986)	x				x
ERIC Clearinghouse (1983)	x				x
Erwin, B. (1981)	x				x
Fairfax County School (1982)	x				x
Forester, A. (1988)		x			
Fox, M. (1986)		x		x	
France, M.; Meeks, J. (1987)	x	x			
Garfunkle, F. (1986)			x	x	
Gordon, I. (1978)	x		x		x
Gotts,E.; Purnell, R. (1984)					x
Gotts, E. (1983)					x
Graika, T. (1981)	x	x			
Green, K. (1985)		x			x
Griswold, P. (1986)	x				x
Haley, P. (1988)	x				x
Handel, R. (1988)	x			x	
Hansen, P. (1986)	x				x
Harris, L. (1987)		x	x		x

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
Heathington, B. (1987)		x			
Heleen, O. (1988)			x	x	x
Henderson, A. et al. (1986)			x	x	x
Henderson, A. (1987)				x	x
Henderson, A. (1988)	x				x
Henderson, A. (1981)				x	x
Henderson, A. (1988)				x	x
Henderson, P. (1987)		x			x
Henderson, R. (1973)	x	x			x
Huyer, D. (1986)	x				x
Jacobs, J. (1983)				x	x
Kagan, S. (1989)			x	x	x
Keefe, D. ; Meyer, V. (1988)		x			
Kijai, Jimmy (1987)			x		
LaCrosse, E. (1982)		x		x	x
Lamm, R. (1986)			x		x
Lawless, K. (1986)					x
Leitch, M. (1988)					x
Lomdard, A. (1980)	x				x
MacBeth, R. (1980)	x	x			x

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
McLaughlin, M.; Shields, P. (1987)					x
McLaughlin, M.; Shields, P. (1986)				x	x
Miller, J. (1986)					x
National Education Assoc. (1977)	x				
National School Boards (1987)	x				x
N.Y. State School Board (1987)					x
Nickse, R.; Englander, N. (1985)		x		x	
Nickse, R. (1988)	x	x			
Novatis, B. (1986)				x	x
Ohio Dept. Education (1984)					x
Perin, D. (1988)		x			
Peterson, E. (1982)			x		x
Philippi, J. (1988)		x			
Powell, D. (1986)		x			
Purnell, R.; Gotts,R. (1983)					x
Purnell, R.; Gotts, E. (1985)					x
Quintero, E. (1987)		x			
Revicki, D. (1981)	x				x
Rich, D. (1986)	x				
Rich, D. (1986)	x				x

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
Rich, D. (1986)	x				x
Rich, D. et al	x				x
Rosenbaum, L. (1980)				x	x
Roth, G. (1989)		x			
Rosow, L. (1988)		x			
Rubin, R. (1983)					x
Schrenker, C. (1981)	x				x
Seibert, J. (1979)	x				x
Shields, P. (1987)			x		
Simich-Dudgeon, C. (1986)					x
Snow, M. (1983)					x
Steinberg, L. (1980)			x		x
Sticht, T. (1980)		x		x	
Stough, M. (1982)					x
Swick, K. (1984)				x	x
Swick, K. (1983)				x	
Szegda, M. (1984)	x				x
Tolliver, J. H. (1979)			x		x
Trinity-Arlington (1986)	x				x
True, D. ; Ehda, P. (1980)				x	x

AUTHOR	PARENTS AS TEACHERS 1	PARENTS AS LEARNERS 2	PARENTS AS DECISION-MAKERS 3	PARENTS AS SUPPORTERS/ ADVOCATES 4	ADMIN. ISSUES TEACHER TRAINING 5
Turner, T. (1988)		x			
U.S. Dept. Educ. (1987)	x				x
Vancanti, L. (1977)	x				x
Van-Devender, E. (1988)	x			x	x
Waller, S. (1980)		x			x
Washington Office (1982)			x		x
Weibly, G. (1979)	x				x
Weidman, J. (1985)	x				x
Williams, D. (1984)					x
Williams, D.; Chavkin, N. (1986)					x
Young, D. (1988)		x			
Ziegler, S. (1986)	x				x

Adams, Diane. "Parent Involvement: Parent Development." Berkeley, CA: Center for the Study of Parent Involvement, 1976. ED 186 511.

This study examines eight different levels of parent participation in the Dane County, Wisconsin Head Start program: parents as tutors (three levels), decision-makers, paid Head Start employees, adult education participants, and "re-investors" (serving on boards). The most effective change agents for parents were employment in Head Start and serving in a decision-making capacity. The study indicates that involvement of disadvantaged parents in the Head Start program can result in their increased interest in community affairs and increased self-confidence.

Ascher, Carol. "Improving the School-Home Connection for Poor and Minority Urban Students." ERIC/CUE Trends and Issues Series Number 8. New York, NY: Teachers College, Columbia University. ERIC Clearinghouse on Urban Education. 1987.

This article begins with a history of parent involvement which includes the definition of roles parents (i.e., decision-maker, supporter, advocate, teacher) can play in their children's education. A variety of research studies on the effects of parent involvement are cited. Some suggestions for making the involvement of low-income parents easier are included, as well as ways to convince parents to become involved. Particular attention is paid to parent involvement in home learning activities.

Austin, TX. Independent School District, Texas Office of Research and Evaluation. Review of Research in Parental Involvement in Education, Interim Report: Low SES and Minority Student Achievement Study. 1977. ED 161 980.

Educational research suggests that involvement of parents of low SES children has a positive influence on the child's academic achievement. This paper focuses on this concept at two levels, preschool and elementary. Research has shown that preschool SES children with parents who become actively involved have higher achievement than children with non-participating parents. On the elementary level, it seems that programs which train low SES parents in tutoring have been the most successful in improving their child's reading achievement. It was noted that more research is needed to find most effective methods of parent involvement.

Baenninger, L.P., and Ulmer, L.I. "School Homework as a Focus of Intervention Between Parents and Children." Paper presented at the Annual Convention of the Western Psychological Association, April 1976. ED 139 506.

This paper describes a program and two cases in which parents learned to manage homework problems. Teaching parents was part of a program designed to give them effective ways to manage their children's behavior. Thirty-six children, ages 5-12 with behavioral problems took part. Parents received intensive training in intervention skills and in structural procedures in a baseline-intervention-baseline-intervention sequence. Follow-up interviews after six months indicated favorable results.

Balasubramaniam, Meena, and Turnball, Brenda. Exemplary Preschool Programs for At-Risk Children: A Review of Recent Literature: Washington, DC: Policy Associates, Inc., 1988.

This report draws on the recent literature (five-page bibliography included) concerning preschool programs for at-risk children. Areas addressed: (1) current trends in preschool enrollment; (2) common elements in exemplary pre-school programs; (3) effects of programs on at-risk children; and (4) durability of program effects. Section on parent involvement and effects of early preschool intervention on the family, including both short and long-term outcomes.

Balmuth, Miriam. "Recruitment and Retention in Adult Basic Education: What Does the Research Say?" Journal of Reading 31 (April 1988): 620-22.

Based upon the findings of a survey of programs for English speaking adults reading below the fifth grade level, two key areas were highlighted: recruitment and retention. The use of personal contacts, including use of successful students as recruiters, was found to be more effective than impersonal means such as radio messages and newspapers. Several strategies for reducing drop-outs included external incentives, personal active follow-up, self-help support groups, social experiences for students, and optimal learning conditions for learners.

Barber, Geraldine M. "Increasing Parental Involvement in Helping Fourth Grade Children To Learn Through Home Curriculum to Improve Homework Habits." Practicum report, Nova University, 1987. ED 291 520.

This program was designed to: (1) encourage parents of a fourth grade class to become more actively involved in helping their children learn at home as well as at school; (2) provide home visitations to help establish a home curriculum; and (3) give support to parents who may need help in assisting their children with homework. All 25 parents in the class became involved in the program to a greater or lesser degree. The author feels this full participation was partially due to the flexible program and schedule parents were afforded. The home curriculum and supportive assistance allowed parents to monitor homework assignments which resulted in all homework completed. The author also feels this program was beneficial to parents in creating a positive teacher-parent bond.

Beard, Brenda et al., The TEA-AEL Parent Education Notebook. Charleston, WV: Appalachia Educational Lab., and Nashville, TN: Tennessee Education Association, 1986. ED 292 577.

The TEA-AEL Education Notebook was developed for preschool and kindergarten children by a group of kindergarten teachers. The at-home activities chosen were based on development in six skill areas: visual, auditory, social, large and fine motor skills, and cognitive math and language abilities. The notebook is designed for teachers to select individual pages of activities chosen to foster the child's development. The page is copied and sent home to the parent with a letter explaining the activity. The

notebook also contains definitions of the six developmental skill areas, a chart of behaviors expected in these area, and selected resources to share with parents.

Becher, Rhoda McShane. "Parent Involvement: A Review of Research and Principles of Successful Practice." Urbana IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1984. ED 247 032.

This paper is intended to serve as a basis for developing policies, programs, and practices in parent involvement programs. It addresses: (1) the role of parents in determining their children's education success; (2) effectiveness of parent education programs; (3) successful parental practices in reading assistance; and (4) means of increasing parental involvement. Attention is given to the attitudes of parents, teachers, and administrators toward involvement and the problems encountered. Basis principles characterizing successful parental involvement programs are presented to serve as guidelines in program development. Extensive references are given.

Becker, Henry Jay, and Epstein, Joyce L. Influence on Teachers' Use of Parent Involvement at Home. Report No. 324. Baltimore, MD: The Johns Hopkins University, Center for Social Organization of Schools, 1982.

This paper provides an analysis of different ways in which teachers use parental involvement strategies. Survey data from 3,698 teachers in 600 schools in Maryland examined the effects of techniques used, including most successful and least successful strategies. Techniques used depended upon teachers' attitudes and behavior, parental characteristics, and grade level. The 14 most commonly used strategies were examined. Attention was also given to obstacles to use of parent involvement strategies. Most teachers who acknowledged benefits of parental involvement overcame these obstacles.

Becker, Henry Jay, and Epstein, Joyce L. "Parent Involvement: A Survey of Teacher Practices." The Elementary School Journal 83 (1982): 85-102. EJ 273 072.

This paper is the first phase of a larger study (see Becker, Henry Jay "Influences on Teachers' Use of Parent Involvement at Home") and addresses how elementary teachers felt about parental involvement in home learning. Includes usage graph of 14 most commonly used teaching activities at home. Use of contracts between teachers and parents discussed. Active use of parent involvement techniques by grade level graphed. Some teachers are encouraged to use specific techniques when their school supports parent involvement, but there are many examples of individual successes without support from other teachers in the school.

Bowren, Fay F. "Adult Reading Needs: Adult Research Models." Journal of Reading 31 (December 1987): 208-13.

Reviews research topics in adult reading and adult learning disabilities which need to be addressed, including the nature of the adult reading

process, the types of effective materials for adult readers, the extent and nature of adult learning disabilities, reasons for attrition from literacy programs, and effective teacher training strategies.

Burchby, Maria; Martin, Ralph; and Wood, George. "Parent-Teacher Relations: A Self-Help Guide to Improve Communications." Athens, OH: Ohio University, 1982. ED 223 542.

Theorizes that initiative for creating better teacher-parent relationships has to come from the teacher. The author offers six questions for teachers to consider before formulating a procedure for better communications. The second part of the guide contains suggestions for: (1) a year-long guide to successful parent communication; (2) hints for successful parent conferences; (3) communication samples; (4) information to send home, i.e., newsletters, current class activities; (5) school-home communication notebook; and (6) other innovative ideas. A bibliography on parent-teacher communication is included.

Cameron, Lorene et al., "Coordinating Educational and Mental Health Services to Assist the Black Inner City Underachiever." Paper presented at the American Association of Psychiatric Services for Children, Inc., Washington, DC, November, 1977. ED 172 486.

This paper describes the design, implementation, and development of a collaborative project carried out with staff on an Individual Instruction with Augmented Staffing classroom and the clinical staff of the Institute for Juvenile Research. Demonstrates a model for fulfilling Title I requirements for provision of mental health services to students and for involvement of parents in academic programs. The program included 16 black inner city Chicago children ages 10-12 with academic and behavioral problems from similar low-status families. Study finds that partnerships formed between teacher and parent resulted in better relationships between parent and child, decreased behavioral problems, and a positive change in learning behavior.

Chavkin, N.F., and Williams, D.L. Jr. "Enhancing Parent Involvement: Guidelines For Access to an Important Resource For School Administrators." Education and Urban Society 19 (February 1987): 164-84. EJ 351 805.

Poses a number of theories on parent involvement, such as: administrators must visualize a broader role for parents to participate in their children's education, yet administrators fail to capitalize on parents as an educational resource; parents fail to recognize administrators as access points to the increased involvement they deserve; Parent-administrator partnerships do not automatically reduce the tensions and value differences which exist. Two surveys conducted - one given to administrators, who were asked their attitudes, current practices, and policies related to parent involvement in elementary school. Parents were given the survey with similar questions. Methods, analysis, and results of survey examined.

Chicago, IL. Public Schools. All-Day Kindergarten Program. Final Evaluation Report, Fiscal 1986. (1987.) ED 287 575.

The report evaluates the fourth year of operation (1985-86) of the Chapter 2 All-Day Kindergarten program. The goals of the program were: (1) to show growth in reading readiness, number concepts and affective areas in educationally disadvantaged five year-olds; and (2) for increased numbers of parents to participate in the program. Children's test scores were analyzed in several ways to see if their parents' involvement in their schools (as reported on the parent questionnaires) made a difference. The strongest growth areas were found in language and listening. Among the overall recommendations, it was noted that parent involvement in the classroom and at home should be encouraged. School personnel should work together to help teachers in organizing ways of working with disadvantaged parents.

Chrispeels, Janet A. "The Family as an Educational Resource." Community Education Journal (April 1987): 10-17.

This paper reports on a three-year project to find ways to strengthen home-school partnerships. Emphasizes the need for parents to have basic information about school goals, programs, and policies in order to support their children at school and home. Techniques for establishing two-way communication were developed emphasizing listening to parents. Schools must develop ways for parents to learn how to help their children, including workshops, newsletters. Encouraging communication with parents also leads to their effective participation in school policy-making decisions.

Chrispeels, Janet A. "Home-School Partnership Planner." San Diego, CA: San Diego County Office of Education, 1987.

This planner is designed to help schools assess their home-school partnership. The planner presents a continuum which addresses five areas: communications; parents as supporters, learners, teachers, advisors, decision-makers and advocates for children; and the school. Five steps are given to implement the planner. Included is a communications checklist to evaluate in-person communications with parents; home-school partnership planning calendar; home-school relations assessment survey; and an action plan for strengthening home-school partnerships.

Comer, James P. "Home-School Relationships as They Affect the Academic Success of Children." Education and Urban Society. (May 1984): 323-37.

Four major learning environments were examined, including their changes over time and how schools adapted themselves to these changes: (1) the home with father and mother as primary caretakers; (2) primary social networks; (3) school; (4) society as a whole. Activities in all these environments affect teaching and learning in school. Yale Child Study Center, serving low academic minority families, was a model designed to address and reduce negative impact of change, social stratification, and conflict between home and school. Finds that a high level of required parent participation in school is beneficial in improving the climate of the school, reducing behavior problems, and supporting academic achievement. Benefits to par-

ticipating parents include acquired skills, confidence, and better employment opportunities. Policy recommendations for similar programs cited.

Comer, James P. "Is Parenting Essential to Good Teaching?" National Education Association Today. (January 1988): 34-40.

This paper addresses the concept of teachers as "parent surrogates" in light of changes in the structure of the family. The author describes his research and experience in two New Haven, Connecticut schools characterized by these problems. A governance group was formed made up of key adult groups in the school -- teachers, administrators, and parents. This group structured interaction between authority figures, assessed problems, and modified the school program with an emphasis on the child's emotional growth, and, in turn, his/her academic learning.

Comer, James P. "Parent Participation in the Schools." Phi Delta Kappan (February 1986): 442-46.

The author states that, properly carried out, systematic programs of parent participation can benefit children's behavioral and academic development. Obstacles to parent participation in schools exist for many reasons, among them: (1) schools may not want parents present; (2) low-economic and less educated parents may feel they have nothing to contribute; and (3) teachers are not trained in working with parents. In response to those problems, the Yale Child Study Center team began to organize programs in 1968 in low-socioeconomic, under-achieving schools in New Haven, Connecticut. They found the key to improvement to be the organization of school management teams made up of staff, teachers, and parents. They developed a master plan which included building-level objectives, goals, and strategies in three areas: school climate, academics, and staff development.

Comer, James P. "School Parent Relationships that Work: An Interview with James Comer." Harvard Education Letter 4 (November/December 1988): 4-6.

This interview with James Comer is an overview of his school development program initiated in 1968 in New Haven, Connecticut schools having the lowest achievement and worst behavior problems in the city. Comer's approach to school change is the coming together of key stakeholders in the educational process -- the principal, teachers, support staff, and parents. They are all represented in a governance and management group. This group develops a comprehensive school plan with a focus on creating a climate that will facilitate the social and academic growth of students. Comer explains the function of the program on the elementary level and how it had expanded into middle and high schools.

Comer, James et al., Yale Child Study Center School Development Program: Developmental History and Long Term Effects. New Haven, CT: Yale University Child Study Center, 1986. ED 283 910.

Presents research findings about the Yale Child Study Center School Development Program (SDP) which has led to consistent progress in academic achievement over a 15-year period. SDP is targeted at students in low income, predominantly minority schools. The program attempts to deal with mutual health issues at the school organization level, using a systems approach to primary prevention. The article outlines the SDP parents' program which includes participation in governance, as well as support for general parent involvement in children's education.

Cornell, Thomas. "Characteristics of Effective Occupational Literacy Programs." Journal of Reading 31 (April 1988): 654-56.

Four suggestions for educators working with industry to improve workers' level of literacy are outlined in this article. Topics covered for those planning and implementing a program are: (1) maintain organization's mission in a cost effective manner; (2) teach skills and enhance knowledge within a meaningful context; (3) increase time-on-task through active involvement; and (4) use a competency-based mastery learning system.

Criscuolo, Nicholas. "Parents and the Secondary Curriculum." Clearing-House 56 (March, 1983): 304-5. EJ 331 266.

New Haven, Connecticut has organized a successful volunteer tutoring program with 300 parents and college students trained to assist high school students in needed areas. Parents also organized "Operation Bookworm" providing hundreds of free paperbacks from the community. This program was instituted through the efforts of secondary principals and teachers. It was funded by a local foundation matched by the school district.

Davidson, Jane, and Wheat, Thomas E. "Successful Literacy Experiences for Adult Illiterates." Journal of Reading 32 (January 1989): 342-46.

This article begins with a definition of illiteracy followed by a specific instructional approach that can be used to teach adults to read. A description of the Language Experience Approach to reading is broken down into four strands: dictation and word banks; writing; reading; and plotting progress. Suggestions for implementation are included for each strand.

Davies, Don. "Benefits and Barriers to Parent Involvement." Boston: Institute for Responsive Education, 1981.

Parent involvement in schools is beneficial to all children, but essential to low-achievers in low-status families. Social science studies cited supporting the multiplicity of benefits to children, parents, and teachers which lead to educational equity for all children. Author provides details of study done by Institute for Responsive Education (IRE) of three programs in three countries (United States, England, Portugal) which were implemented

to overcome social class barriers. All three reveal similar results. All three programs represent efforts to improve communications between different parts of the child's world.

Davies, Don, and Zerchykov, Ross. "Equity and Excellence: Educational Decision-Making Revisited." Citizen Participation (Fall 1985): 20-21.

Citizen participation in schools has evolved from the politics of confrontation in the early 1970s in which parents demanded participation through watchdog organizations to today's recognition of parents as a resource for advice, support, and innovation in school policy-making. The advisory council made is the most common mechanism of participation throughout the country. Prominent school participation groups in cities cited according to function: (1) lobbying, watchdog; (2) partnership activities; (3) publishing citizen and parent consumer guides. As parents continue to seek a greater role in decision-making, more programs are coming into effect to train parents and schools how to work together as a group.

Davies, Don. "Low Income Parents and the Schools: A Research Report and a Plan for Action." Equity and Choice 4 (Spring 1988): 51-57.

Parents from low-income and low-social status homes have much to gain from parent involvement. Interviews of 150 low-income parents in Boston, Liverpool, and Portugal were conducted. Study examines reasons for social class barriers to participation and possible solutions. Results from interviews summarized that teachers and administrators are as much to blame as parents' unwillingness to participate. Examples given of three worldwide programs to promote relationships with low-income families. Institute for Responsive Education (IRE) to organize demonstration project in two laboratory schools in Boston and New York to develop ways to overcome social class barriers to parent involvement. Proposed course of action outlined.

Davies, Don. "Parent Involvement in the Public Schools in the 1980s: Proposals, Issues, Opportunities." Paper presented at the Research for Better Schools Conference, Philadelphia, PA: May 9-10, 1985. ED 274 427.

Increasing parent involvement can make schools more reflective of domestic values and more effective for all children. Four categories of involvement are given: (1) co-production - parents and students share responsibility for learning; (2) decision-making - parent takes part in decision-making for child or entire school; (3) citizen advocacy - promotion of special issues, curriculum, handicapped; and (4) parent choice - selection of school. Stresses importance of technical and political planning. Also emphasizes the need to protect equity among socio-economic groups in devising policies and practices.

Davies, Don and Zerchykov, Ross. "Parents as an Interest Group." Education and Urban Society 13 (February 1981): 173-92.

The authors present a hypothesis on why and how parent interest groups come into being and describe their functions and structures. The asser-

tions come from authors' nationwide survey of citizen's organizations in 12 cities. Two prominent parent interest organizations are (1) parents union -- in several cities, and (2) People United for Rural Education (PURE). A diversity of parent interest groups exist to serve educational needs. One kind of group is non-associational interest group whose medium of influence is information. The Institute for Responsive Education (IRE), with which the authors are associated, provides information to parents, and raises public and policymakers consciousness about parents' interests.

de Kanter, Adriana; Ginsburg, Alan L.; and Milne, Ann M. "Parent Involvement Strategies: A New Emphasis on Traditional Parent Roles." Paper presented at the Conference on Effects of Alternative Designs in Compensatory Education. Washington, DC: June 17-18, 1986. ED 293 919.

This paper proposes a new emphasis on home-based parental involvement for parents of low-achieving children, one which takes into account realistic limitations of time and academic skills. This approach differs from federally-mandated programs for low-income parents of children served by Title I. Common characteristics of low-achievers are defined. This involvement approach is based on encouraging parents to use everyday activities in the home to develop in their children behavior and attitudes which will promote academic success.

Des Moines, Iowa. Public Schools. "Hand in Hand with Parents: A Teacher's Guide to Parent Communication." August, 1978. ED 240 171.

This document is a Title I Teacher Handbook for home visits which includes rationale and methods of parent involvement and research. It includes sections on (1) the purpose of home visits; (2) do's and don'ts when visiting; (3) how to obtain and use information; (4) dealing with difficult situations; and (5) suggestions for involving parents. A sampling of forms for letters, awards, certificates, and work schedules is provided. A list of annotated references is included.

Diekhoff, George M. "An Appraisal of Adult Literacy Programs: Reading Between the Lines." Journal of Reading 31 (April 1988): 624-30.

In a critique of the evaluation literature on adult literacy programs, the author challenges researchers to make the distinction between statistical and practical significance of reading gains. Author cites inappropriate measures of program effectiveness which yield data that are interpreted so as to highlight the strengths of programs; critical alternative interpretations are not explored. Critique suggests that greater recognition is needed of failures of current programs before real barriers can be identified and eliminated.

Dolan, Lawrence. "The Affective Consequences of Home Support, Instructional Quality, and Achievement." Urban-Education 13 (October 1978): 323-44. EJ 191 667.

This study assesses the affective consequences of varied schooling experiences for elementary students, including the role of home concern and sup-

port as one variable. Study stresses process characteristics of the home environment (e.g., parents' knowledge and interest in school-related activities, parents' interaction with the child on activities, supportive aspects of the home environment for academic activities, and parents' belief in utility of schooling). Home grades may be of interest to researchers. While results of study are considered preliminary, interesting outcomes include: reasonable consistency for the evaluation of affective growth among ratings of teachers, students, and parents; process characteristics of the home environment have significant impact on academic achievement, especially for primary grade students.

Dudley, Mailing Curtis, and Rosenberg, Richard. "Parent Involvement in the Multidisciplinary Team Process." Madison, WI: University of Wisconsin, 1979. ED 235 670.

The purpose of this paper is to provide a rationale for involving parents of handicapped children in the M-team process, and to suggest strategies that will facilitate parental participation. The Education for all Handicapped Children Act mandates parental involvement in their children's educational program. The author feels that parents, children, and professionals will benefit from the active participation of parents in the M-team process. The advantages listed include a more accurate assessment of a child's needs and abilities, increased motivation for implementing a program, and enhanced parent-professional and parent-child relationships. Strategies for parent participation in M-team process includes involving them as active members, educating them with the knowledge they need to participate, and assigning them a specific role (i.e., parent advocate).

Education Commission of the States. Education Improvement Center. <u>Drawing in the Family: Family Involvement in the Schools</u>. Denver, CO: 1988.

This booklet was written by the Education Commission of the States, an interstate compact formed to help governors, state legislators, and state education officials develop policies to improve education. It was written to define and support the role of parental involvement at all levels of education. Topics include: forming working partnerships with families based on the needs and abilities of both; providing parent education programs and assisting families with at-home learning activities; including parents as in-school volunteers; and states' role in leadership, legislation, and funding in support of parental involvement. Each chapter provides examples of programs in action, proposes programs and activities, and provides a list of references and resources.

Elliott, Judi. "Rural Students At-Risk." Paper presented at the Annual Success for Students At Risk Conference, Chicago, IL: February 4-7, 1987. ED 285 708.

The study addresses the special problems of secondary students in rural schools with a concentration on isolated farm areas. Disadvantagement as a result of geographic isolation and economic decline is the focus. A brief section on "Rural Family Life and Student Stress" describes the growing family problems caused by lack of differentiation between personal and occupational stresses as a result of economic decline. Also discusses low

expectations parents have for children's futures and calls for counselor-parent partnerships to improve parental impact on students' career choices.

Epstein, Joyce L. "Effects of Teacher Practices of Parent Involvement Change in Student Achievement in Reading and Math." Paper presented at the Annual Meeting of the American Educational Research Association, April 23-27, 1984. ED 256 863.

Provides results of a study in Baltimore which showed that students whose teachers frequently used home learning activities made greater gains in CAT scores in reading than those with low involvement. Math scores stayed the same for both groups, possibly because teachers sent home most reading activities. This further supports the benefits of parental involvement in home learning activities. In those areas where students received help, they ranked higher.

Epstein, Joyce L. "How Do We Improve Programs for Parent Involvement?" Educational Horizons 66 (Winter 88): 58-59. EJ 364 521.

Some schools have begun to move from telling parents what their involvement is to showing them, guiding and assisting them in appropriate ways to help their children's development and learning. Results from studies of variations in school parent involvement practices show (1) school and family connections must take a developmental course; (2) changing structure of the family requires consideration; (3) no one set program of parent involvement found even in like schools; (4) each program must be tailored to its own needs and resources; (5) all grade levels need at-home learning. List of five types of parent involvement and their goals given.

Epstein, Joyce L. "Parent Involvement: Implications for Limited-English-Proficient Parents." in Issues of Parent Involvement and Literacy. Simich-Dudgeon, Carmen, ed. Proceedings of the Symposium held at Trinity College, Washington DC: June 6-7, 1986. ED 275 208.

A survey of 3,700 first, second, third, and fifth grade teachers and principals in 600 schools in Maryland was conducted to examine the different types and effectiveness of parent involvement programs they used. From this the author gives an overview of five different aspects of parent involvement that differs in terms of location, target group, content, and purpose of involvement. The object of this paper is to demonstrate how these different types of parent involvement can be adapted to LEP parents. Five suggestions for LEP involvement are given; including the use of bilingual volunteers to act as liaisons. List of reports on parent involvement given.

Epstein, Joyce L. "Parent Involvement: What Research Says to Administrators." Education and Urban Society 19 (February 1987): 119-36. EJ 351 802.

Four types of parent involvement are identified from a survey of 3,700 first, second, third, and fifth grade teachers and principals in 600 schools in Maryland: (1) basic obligations of parents; (2) school-to-home

communications; and (4) parent involvement in learning activities at home. Most parent involvement was found in lower grades. Author proposes that if principals understand the importance of parent involvement, they can influence teachers to continue to communicate with parents through the high school years. Highlights principals as central to the success of teachers' initiatives in parent involvement.

Epstein, Joyce L. "Parents' Reactions to Teacher Practices of Parent Involvement." Elementary School Journal 86 (January 1986): 277-94. EJ 337 873.

Parents of 1,269 students in 82 first, third, and fifth grades in Maryland were surveyed to examine their (1) awareness of teachers efforts; (2) knowledge about the school program; and (3) evaluations of teachers. Teacher assistance with at-home learning activities was more prevalent in grades 1 and 3 than grade 5. Found that despite positive attitudes, parents believe schools could do more to involve them in at-home activities. The need exists for organized programs and workshops to teach parents how to help in reading and math and other subjects. The frequent use of parent involvement results in larger collections of ideas for parents to use and closer, more positive relationship with their schools.

ERIC Clearinghouse on Reading and Communication Skills. "Reading Achievement: Characteristics Associated with Success and Failure; Abstracts of Doctoral Dissertations Published in 'Dissertation Abstracts International,' January through June 1983, Volume 43, Numbers 7 through 12." Urbana, IL: 1983. ED 230 927.

This collection of abstracts of doctoral dissertations focuses on reading achievement. Five deal with parent involvement in reading: (1) "Experimental Effects of Parent Involvement Using Written School-Parent Communications on Reading Achievement and Reading Attitude" -- reading material sent home for use in parent tutoring with second grade children; (2) "Assessment of the Effectiveness of Modeling Instructional Techniques During Home Visitations to Achieve Parents' Participation in Improving Children's Reading Skills" -- compared reading achievement of children who received outside tutoring help to those tutored by parents; (3) "A Descriptive Study of Computer-Based Support System for Parents to Use in Reinforcing Reading Skills in Grades 1-6;" (4) "The Effects of Home Intervention Reading Program on the Kindergarten Child's Orthographic Awareness of Story Schema" -- effects of storybook reading; and (5) "Maternal Teaching Style and Home Environment and the Reading Achievement of Kindergarteners."

Erwin, Barbara K., and Manago, Nancy. "Parent Involvement in the Primary Reading Curriculum: One Approach." Paper presented at the Ninth Annual meeting of the Southwest Regional Conference of the International Reading Association, San Antonio, TX, January 29-31, 1981. ED 229 733.

The Bryan Independent School District, Bryan, Texas, has implemented a parent involvement program based on home-partnership and a contract between parents and the school. By signing this contract, parents agreed to: (1) listen to their children read 15 minutes three days week; (2) read a story

a day to their children; (3) read something of interest while children read something of interest 15 minutes three times a week; and (4) complete "Apple Folders" activities sent home each week. The "Apple Folder" contained sight word list, independent activities, and parent-directed lessons. A weekly newsletter from the teacher informed parents of activities during that week. Teachers' and parents' responses to parent involvement questionnaire included.

Fairfax, VA. County Public Schools. "Home/School Communication: Suggestions for Parents. Management for Effective Teaching." 1982. ED 220 421.

This booklet was developed for parents of elementary students in the Fairfax County (Virginia) Public Schools as part of the MET (Management for Effective Teaching) program developed to assist teachers in planning, teaching, and recordkeeping. Sections include: (1) questions parents might have concerning the school system; (2) parent-teacher conferences; (3) testing; (4) home study activities; and (5) developmental characteristics of children.

Forester, Anne D. "Learning to Read and Write at 26." Journal of Reading 31 (April 1988): 604-13.

Using a case study approach, Forester offers ten suggestions of teaching reading as meaning-making based on a developmental literacy continuum, the components of which include: stages of language development, stages of spelling and printing, stages of writing/composing, and stages of reading.

Fox, Michael. "A Look at Illiteracy in America Today -- The Problem, Solutions, the Alternatives." Washington, DC: Push Literacy Action Now, 1986. ED 279 792.

Perceives literacy as a continuum of undereducation, stretching from those who cannot read and write at all to those who have less than a high school education with people at different points having different needs. Stresses need for specific strategies to deal with specific self-defined problems. Includes four recommendations that address the problem of illiteracy: parent-child programs to halt intergenerational transmission of illiteracy, use of networks and helping services, making materials more readable, and organizing for a working literacy.

France, Marycarolyn, and Meeks, Jane Warren. "Parents Who Can't Read: What the Schools Can Do." Journal of Reading 31 (December 1987): 222-27.

Many of the most common suggestions for parent involvement activities exclude semiliterate and illiterate parents. What can be done to help those parents give their children the support they need to become successful? The author explores parent involvement practices and programs that require little or no literacy skills. Cited are: (1) six home processes which correlate with high levels by leisure reading; (2) teacher techniques to involve parents; (3) Parent Assistance Program -- parent as tutor; and (4) the British Adult Literacy Campaign. Practical guidelines

for schools and community agencies concerned with working with semi- or illiterate parents are included in this article.

Garfunkel, Frank. Parents and Schools: Partnerships or Politics. IRE Report No. 11. Boston: Institute for Responsive Education, 1986. ED 280 227.

The literature on parent-school relationships suggests that there have been two dominant trends in the field: the first, which advocates partnership, is consistent with keeping education and schools as they are; the second, which questions school practices, particularly as they relate to particular groups of students -- handicapped, minority, poor -- and advocates some form of an adversarial model, is focused on changing educational policies and practices. The experience of special education in setting up mechanisms for parents and students to question and oppose school policies and practices is presented as one way of responding to inequities in American schools.

Gordon, I.; Olmsted, P.; Rabin, R.; and True, J. Continuity Between Home and School: Aspects of Parent Involvement in "Follow Through." Chapel Hill, NC: University of North Carolina, 1978. ED 154 931.

This paper presents data on the Parent Education Follow Through model as one example of the impact of Follow Through on education in the home and school. Data on ten communities in nine states indicate a consistent impact in the areas of (1) home-school partnership and parental teaching behaviors and (2) the school, the community, and the career development of parents, para-professionals, and professionals. The first data category addresses six roles of parental involvement: teacher of own child, para-professional, decision-maker, adult learner and audience, and classroom volunteer. The second category of data includes ethnographic case studies which focus on program's impact upon the school and community and covers all six roles of parent participation. The author recommends that federal evaluation of the program should include analysis of parent involvement.

Gotts, Edward E., and Purnell, Richard F. "Evaluation of School-Home Communication Strategies." Paper presented at the symposium on Parent Involvement in Education: Varieties and Outcomes, Annual Meeting of the American Educational Research Association, New Orleans, LA: April 23-27, 1984. ED 244 376.

The authors have developed a conceptual approach for evaluating the effectiveness of school-home communications. They suggest that researchers should link evaluation activities to the following six aspects of the school-home communications mix: (1) academic level of interaction; (2) locus of communication; (3) intended audience; (4) school-to-home versus home-to-school; (5) topic of communication; and (6) communication method or vehicle used. Subsequent evaluation of communication strategies can lead to improving school effectiveness.

Gotts, Edward E. "School-Home Communications at the Secondary Level." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada, April 11-15, 1983. ED 231 037.

A survey of home-school communications at the secondary level was undertaken in a large West Virginia school system, chosen because it had mandated what was believed to be exemplary communications practices. Similar families (120) representing two schools took part with an equal number of 10th, 11th, and 12th graders. The interview sought to document: (1) actual school-home communication practices; (2) parents' reactions to these; (3) suggestions for improved practices; and (4) innovative areas. The interview concluded that parents reacted positively to receiving two types of information from high schools: (1) school newsletters detailing programs and events; and (2) notification when academic and behavioral problems arise with their children.

Graika, L. "Partners in Science." Science and Children 19 (1981): 13-15.

Discusses an approach to help parents learn how to provide a structure for learning science with their elementary school-aged children. The Chicago Museum and Industry designed a course for parents which consists of five Saturday morning sessions covering (1) the nature of elementary science and learning characteristics of elementary-aged children; (2) science as a creative endeavor; (3) ways to promote inquiry; (4) questions to promote investigation; and (5) measurement and nature study. Examples of activities are given. Recommendations are offered for developing a similar program in a school versus a museum.

Green, Karen Reed et al., "Literacy Outreach: The Community Link. A Guide to Working with Literacy Helpers." Washington, DC: National Institute of Education, 1985. ED 263 352.

This guide deals with recruiting and training volunteer literacy tutors. Outlined are strategies for expanding community outreach efforts (identifying who needs help and where help is typically obtained, learning from successful literacy helping networks, and viewing literacy as a social activity); recruiting literacy helpers (using grassroots outreach and other publicity methods); and presenting a literacy helper workshop (defining the purpose of the workshop and the role of the facilitator, working out the logistics of the workshop, and selecting the content of the workshop). Workshop materials for addressing the following goals are provided. Lists of objectives, exercises, and instructor scripts are provided to help facilitators cover each of the four workshop goals.

Griswold, Philip A. "Parent Involvement in Unusually Successful Compensatory Education." Portland, OR: Northwest Regional Educational Laboratory, 1986. ED 279 428.

This paper evaluates the parent involvement element in 116 successful Chapter 1 projects. Parent and/or community involvement was one of three characteristics of success which appeared most often in those programs. A

wide range of participation was reported. Serving on school advisory committees was the most common form followed by training parents as at-home instructors, parent-teacher meeting, classroom visitation, general awareness level workshops, social activities, volunteerism, and help with homework. The author concludes that parent involvement activities reported in pre-1982 Chapter I programs are only slightly different from those currently reported.

Haley, Paul, and Berry, Karen. "Home and School as Partners: Helping Parents Help Their Children." A Resource Packet. Andover, MA: Regional Laboratory for Educational Improvement for the Northwest and Islands, 1988. ED 293 622.

This paper examines the home-school relationship and how parents can be involved in reducing the risk of school failure. Schools can increase parental involvement by increasing communications with parents and encouraging them to be a presence in the schools. Parent Involvement Continuum given defines active and passive roles of participation. Steps listed for planning process to initiate parent involvement. Listing provided of parent involvement programs in the Northeast and listing with brief descriptions of nationwide resource groups.

Handel, Ruth D. "Intergenerational Literacy: A Community College Program." Journal of Reading. 31 (December 1988): 250-56.

Provides an overview of the Parent Readers Program including brief history, workshop overview, effects of the program at home, and subsequent developments. Workshops presented strategies for reading with children plus tips on how to select age-appropriate reading material, how to use literature to extend childrens' experiences, and using books to promote discussion of values.

Hansen, Paula. "Kids have Fun in Chapter I: Parent-Child Interaction, Preschool- Kindergarten Program." West Bend, WI: West Bend Joint School District, 1986. ED 277 807.

The overall goal of the Chapter I Child-Parent Interaction Program is to improve the language skills of educationally disadvantaged preschool and kindergarten students. The project attributes its success to: (1) clear goals and objectives; (2) coordination with regular school program; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate materials, methods, and approaches; (7) high expectations for students; (8) positive school/classroom climate; (9) maximum use of time; (10) closely monitored progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; (13) evaluation results for project improvement reviewed annually. Overall achievement results exceed the prior years for the preschool and kindergarten children enrolled in the program. Data tables and diagrams giving program-related materials included.

Harris, Louis et al., The Metropolitan Life Survey of the American Teacher 1987: Strengthening Links Between Home and School. New York, NY: Louis Harris Associates, Inc., 1987.

This is the latest in a series of Metropolitan Life surveys of teachers in the United States and contains survey results gathered from both teachers and parents. In this report:

- parents and teachers rate the quality of education and identify specific aspects of school they feel are more successful vs. less successful;
- the role of parents in education is critiqued;
- parents and teachers describe the present state of contact between home and school;
- frequency of contact, forms of involvement, and barriers are explored;
- new steps to strengthen ties between home and school are evaluated;
- parent choice in schools is explored;
- parents and teachers view the problem of students dropping out of schools and indicate joint steps that can be taken to deal with the problem; and
- teachers' views of parent involvement are linked with job satisfaction.

The survey is based on interviews with 1,002 teachers and 2,011 parents. Tables and samples of questionnaires are included.

Heathington, Betty S. "Expanding the Definition of Literacy for Adult Remedial Readers. Journal of Reading 31 (December 1987): 213-17.

Critiques current definitions of literacy including: the reading and writing definition, the years of schooling definition, the grade level equivalent definition and the competency based on functional literacy definition. The author advocates for an expanded definition of literacy which includes aspects of this affect.

Heleen, Owen. "Involving the 'Hard to Reach' Parent: A Working Model." Equity and Choice 4 (Spring 1988): 60-64.

"Hard to reach" parents are defined as those who do not participate in school efforts and have little or negative communication with schools. The group is comprised of largely poor families who have experienced school failure themselves. The author divides parent participation into five parts: (1) decision-making; (2) co-production; (3) advocacy; (4) school support; and (5) parent education and support. The author cites parent empowerment as a goal for participation: they know their needs and should

be able to act upon that understanding. A Working Model of Parent Participation options illustrates levels of participation.

Henderson, Anne T.; Marburger, Carl L.; and Ooms, Theodora. Beyond the Bake Sale: An Educator's Guide to Working With Parents. Columbia, MD: The National Committee For Citizens in Education, 1986.

This book is written from these perspectives:

- a child's education is vitally affected by the quality and character of the relationships between home and school;
- school reform and improvement implies that both home and school commit to a stronger and fuller communication effort;
- teachers and administrators must assume the responsibility for initiating and encouraging parent involvement; and
- effective practices for enhancing parent involvement in schools can be replicated in virtually any school setting.

Through this handbook, the authors hope to provide some constructive and encouraging advice:

- to help build trust and confidence between parents and educators;
- to describe the different roles parents play in and around schools;
- to provide teachers and principals with some compelling reasons to involve parents;
- to suggest specific ways parents can be constructively involved and to recommend some ways to proceed;
- to offer a checklist for gauging a school's current strengths and liabilities;
- to suggest changes in district, state, and federal policies that will facilitate stronger home-school collaboration; and
- to present an up-to-date synthesis of research about family-school partnerships.

Henderson, Anne T. The Evidence Continues to Grow. Columbia, MD: National Committee For Citizens in Education, 1987.

Annotated bibliography (49 works) covering parent-child, parent-school, and community approaches to parent involvement. From the studies summarized, the editor concludes that: (1) family provides the primary educational environment; (2) involving parents improves student achievement; (3) parent involvement is most effective when it is comprehensive, long-lasting, and well-planned; and (4) benefits of parent involvement are not confined to

early childhood; there are strong effects from involving parents throughout high school.

Henderson, Anne T. "Good News: An Ecologically Balanced Approach to Academic Improvement." Educational Horizons 66 (Winter 1988): 60-62.

Schools that relate closely to their communities outperform other schools. The author gives Ira Gordon's three models of parent involvement: (1) parent-child approach; (2) school-program approach; and (3) community approach. As long as parents are the basic ingredients of the improvement strategy, students will do better in school. Twelve ideas presented from current research toward implement parent involvement.

Henderson, Anne T., ed. Parent Participation - Student Achievement: The Evidence Grows. Columbia, MD: National Committee for Citizens in Education, 1981.

This paper is a compilation of summaries of 36 studies in support of parent involvement. Each study deals with a different aspect of participation: age groups, methods, or geographic location. One common finding was that the family provides the most important learning environment. If parent involvement is comprehensive, long-lasting, begins at an early age, and is sensitive to the attitudes and abilities of low-status parents, it can improve children's achievements and the quality of schools, and stimulate community support.

Henderson, Anne T. "Parents are a School's Best Friends." Phi Delta Kappan (October 1988): 148-53.

In recent years, parent involvement in schools has been on the decline. During this same period, children have been falling behind and dropping out in record numbers. Research strongly suggests there is a connection. The author cites studies which conclude that involving parents can make a critical difference in school improvement efforts. These findings have resulted in major efforts to train teachers to work more closely with parents. Yet teacher resistance still exists, and what form parent involvement should take remains a debate. This paper examines: (1) improving parent/child relationships; (2) introducing parent involvement in the school; and (3) building a partnership between the home and the school.

Henderson, Paulette. Parental Involvement (Los Padres Participan). Encouraging Parent Involvement Through ESL, Bilingual Parent-Teacher Workshops, Computer Literacy Classes, and the Bilingual Adult Evening School Program. New York, NY: New York City Board of Education Office of Bilingual Education, 1987. ED 285 400.

Manual of the Bilingual Demonstration Project for the Parent Involvement Program - Los Padres Participan (New York City). The manual's purpose is to provide teachers and administrators with ideas and materials for working with a bilingual parent population in need of learning English. The materials included are: ESL dialog, parent-teacher workshop agenda, articles

on parenting, cultural materials, handouts, and computer literacy teaching materials. This manual could be used in similar ESL parent programs.

Henderson, R.W., and Swanson, R. The Socialization of Intellectual Skills in Papago Children: The Effects of a Parent Training Program. Tucson, AZ: University of Arizona, Arizona Center for Educational Research and Development, 1973. ED 081 471.

Thirty Papago Indian mothers of first graders were trained by Indian paraprofessionals to teach their children how to ask questions. For many Papago Indian children, question-asking is not a well-developed skill. Teaching this specific skill was chosen as a basis for studying the effectiveness of training programs for parents, insights into the feasibility of training Indian paraprofessionals to train parents in isolated locations, and questions regarding the ethics of intervention with culturally different groups. References and project data included.

Huyer, Diane. Parent Volunteer Programs/Reading Programs. Chesterfield, MO: Parkway School, 1986. ED 284 166.

These introductory pages are the first of five sections of a volunteer guide for the Parkway School District (Missouri) reading program. They pose 10 reasons to read to a child, introduction to the school district, program goals and philosophy, implementation guidelines, and a description of the Parkway Citizen Advisory Council and Parkway Parent Support Group. Complete guide (158 pages) available through Eric Clearinghouse.

Jacob, James. "Parent Involvement. Remarks." Paper presented at the Meeting of the National Forum on Excellence in Education, Indianapolis, IN: December 6-8, 1983. ED 241 175.

This paper gives an overview of the research on parent involvement in Cincinnati Public Schools. Observations include: (1) parent involvement is related to improved academic achievement and school behavior and increased student attendance; (2) parents want to be involved in school; (3) schools need to be flexible in defining parent participation; (4) schools need to take the initiative in establishing vehicles of communication and inviting participation; (5) involvement in schools needs to extend into the community; and (6) schools should encourage non-parent involvement as well.

Kagan, Sharon. "Family Support Programs and the Schools." Education Week 17 (January 1989).

Poses the following concepts: family support programs are beginning to tailor themselves to the needs and interests of parents. Administrators and teachers are working as equal partners with parents to further the way for greater parent-school involvement with new training and programs. Schools with family-support programs report greater parental involvement and greater trust and support for education generally. This new parent-school

relationship alters the conventional vision of the role of schools in society, creating new opportunities for schools to address pressing social challenges.

Keefe, Donald, and Meyer, Valerie. "Profiles of and Instructional Strategies for Adult Disabled Readers." Journal of Reading 31 (April 1988): 614-19.

The Literacy Prescription, an Adult Literacy project, funded by the office of the Secretary of State and Illinois State Library, is described. The authors outline their diagnostic-prescriptive model that yielded five groups of adult disabled readers. The need for hearing and vision screening was stressed as essential for effective programming. Also, prescriptions that force disabled readers to use intuitive knowledge of language rather than isolated phonics were encouraged.

Kijai, Jimmy. "School Improvement Councils: Perceptions of School Principals in Selected Schools in South Carolina." Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC: April 21-24, 1987.

This paper presents a study examining principals' perceptions of effectiveness of School Improvement Councils in selected South Carolina schools with respect to five variables: (1) training council members; (2) support of school principal; (3) support of school district administration; (4) operational guidelines; and (5) impact of the council on school programs. An effective School Improvement Council Model outline and sample assessment questionnaire are included.

LaCrosse, Ed. "Parent Involvement." Monmouth, OR: Western States Technical Assistance Resource, May, 1982. ED 221 973.

This paper addresses parent involvement programs that are designed and implemented in HCEEP projects (Handicapped Children's Early Education Program). Included is a discussion of the rationale for parent involvement programs, ideas on parent needs assessments, types of parent programs currently in use, and an overview of parent evaluation procedures. Assessing parents' needs is stated as the first step in planning an Individual Education plan for a handicapped child. The following ways of meeting parents' needs are discussed: parent education, direct participation, parent counseling, and parent provided programs. New approaches in direct participation include the importance of father involvement in early education. Program evaluation procedures and conclusions are discussed. Extensive references included.

Lamm, Richard. "Can Parents Be Partners?" Phi Delta Kappan. (November 1986): 211-13.

The Task Force on Parent Involvement and Choice proposes a system of education incorporating the needs of students and parents and the educational services necessary to meet those needs. The author states that governors should take the lead in establishing a new social compact among educators,

parents, and the community. Four proposed forms of parent involvement are: (1) instruction in parent involvement techniques in preservice and recertification programs; (2) create a climate within the community which fosters parent involvement; (3) provide funding incentives to school districts to establish cooperative programs; and (4) adopt legislation permitting families to choose from among K-12 public schools in the state and allow junior and senior high school students to attend post-secondary schools. Cooperative features of this program were listed. Recommendations for the role of the state department of evaluation in this process are given.

Lawless, Ken. The Family Support System: Education in Its Broadest Context. Harvesting the Harvesters. Book 4. Potsdam, NY: State University of New York, 1986. ED 279469.

This fourth in a series of ten study units for a Migrant Educators' National Training Outreach (MENTOR) Correspondence course discusses the importance of the family in the educational success of migrant children and emphasizes the need to maximize every useful form of family involvement. The unit reviews parents' rights to be involved in deciding what type of education would be best for their children, the role of parent advisory councils, and how parents can demand their rights. It discusses child maltreatment and the controversial issue of interventions by teachers, schools, and the state and examines stereotypes of migrant workers as alcoholics. Excerpts from personal narratives and research portray family backgrounds of migrant children and emphasize the importance of family in formal and informal education.

Leitch, M. Laurie, and Tangri, Sandra S. "Barriers to Home-School Collaboration." Educational Horizons (Winter 1988): 70-74.

Addresses a perceived lack of specific planning and lack of basic knowledge about how parents and teachers can capitalize on each other's strengths is a major barrier in home-school involvement. Interviews were conducted with teachers, administrators, and 60 parents in two junior high schools in Washington, D.C. The schools serve a low-income, urban, black environment. Parents centered barriers to involvement in themselves, such as economic and educational differences between themselves and teachers. Teachers cited a list of barriers, among them the increase in working women and how it has altered home-school ties.

Lombard, Avinia D. "HIPPY, A Home Instruction Program for Preschool Youngsters." Paper presented at the meeting of the International Congress on Early Childhood Education, Tel Aviv, Israel, January 6-10, 1980. ED 190 251.

This paper describes a home-based enrichment program developed in Israel in 1968-71 for preschool children. The Home Instruction Program for Preschool Youngsters (HIPPY) is aimed at educationally disadvantaged children from 4-6 years old. Families selected are of Afro-Asian origin, and have a low level of education and low economic status. The mother meets weekly with an aide who teaches her how to administer the material. The effects of the program studied over the years show those children with home instruction

performed better than those without. Positive results were also found in participating mothers, including changes in behavior and self-concept.

Macbeth, Robert B., Comp. The Challenge of the Eighties. (Papers presented at the) Southeast Conference on the Education of the Hispanics. Atlanta, GA: Department of Education, 1980. ED 192 968.

The focus of this 1980 conference was to study current problems and give recommendations for the education of Hispanics in the Southeast. The conference was divided into three major sections: (1) "Conference Report" -- compilation of critical issues and recommendations; (2) "Hispanic Educational Concerns" -- among them recommendations for bilingual education and programs for the disadvantaged; and (3) "Hispanic Parents and the Schools" -- an overview of the extent to which Hispanics have been involved in the educational process of their children; outlines a program to promote Hispanic involvement in tutoring their children and to propose recommendations for individuals involved in parental programs. References provided.

McLaughlin, Milbrey W., and Shields, Patrick M. "Involving Low-Income Parents in the Schools: A Role for Policy?" Phi Delta Kappan, (October, 1987): 156-60.

Three questions are addressed concerning a role for policy in parent involvement for low-income, poorly educated parents: (1) does parent involvement work; (2) should it be a policy priority; (3) is it a feasible target for policy? The author concludes that before policy can play a role, teachers and administrators must first change their beliefs about low-income parents. This finding suggests a policy can modify beliefs, and that a policy approach to parent involvement can strategically combines both pressure and support. The author suggests ways in which norm-based pressure (those tied to incentives which influence behavior of school personnel) and support can be implemented to accomplish this change. References provided.

McLaughlin, Milbrey W., and Shields, Patrick M. "Involving Parents in the Schools: Lessons for Policy." Designs for Compensatory Education: Conference Proceedings and Papers. Washington, DC: June 17-18, 1986. ED 293 290.

Two different modes of parent involvement are examined: (1) advisory -- associated with federal parent involvement mandates (i.e., Head Start); and (2) collaborative -- parent cooperation using either school-based or home-based methods. This paper discusses these two methods and their rationale with emphasis on low-income, low-status parents. School-based methods (volunteers, aides) were the least successful, often pointing out obvious conflicts between low-status families and teachers. Home-based (tutoring) was found to be less confrontational with teachers, created stronger parent-child bond, and showed parents the importance of their participation. Considering the positive and negative attitudes of parents and teachers towards parent participation, what is the role of policy? Guidelines for parent involvement policies are presented.

Miller, Jon D. "Parental Involvement in the Schools: Causes and Effects." Paper presented at the 67th Annual Meeting of the American Educational Research Association in San Francisco, CA: April 16-20, 1986. ED 274 098.

Describes results of a national study sponsored by Family Circle Magazine, which defined parent involvement in terms of three topics: parent conferences, parent-teacher associations, and interest in local issues. Measured parent involvement in relation to parent gender, education, child orientation, time available, and organizational skills. Provides technical discussion of findings and conclusions which call for further study of the field.

National Education Association. Parents as Partners in Teaching Handicapped Children. (Tips for Teachers: Module 2). Description of Teacher Inservice Materials. Washington, DC: 1977. ED 164 539.

This model was developed to help teachers of handicapped children develop and implement parent tutoring programs. Specific topics are telephone conversations and written correspondence, outlines for parent-teacher conferences, training objectives, design of training sessions for parent-tutors, and techniques parents can use in tutoring. Module information includes purposes of the program, activities and resources, ordering information, an evaluation, and a history of the program.

National School Boards Association. 100 Winning Ideas. Baltimore, MD: 1987. ED 290 230.

The editors of The American School Board Journal and The Executive Educators magazines invited school leaders to send in curriculum ideas that work. One hundred winning curriculum ideas were selected and published, with brief descriptions in this report. Of these, four ideas deal with parent involvement: (1) "Parents Are Computer Partners" to acquaint 4th and 5th graders and their parents with computers; (2) "Good News From School," postcards sent home to give parents positive, frequent reports about student performance; (3) "Home Learning Program," recipes sent home to parents to increase achievement of kindergarten students from low socio-economic backgrounds; and (4) "PALS (Pages About Learning Skills)," letters to parents of kindergarten students outlining 18 skills they will learn during the year asking parents to help by practicing these at home.

New York School Boards Association. "Home School Partnership: School Boards and Parents. A Position Paper." Albany, NY: 1987. ED 290 206.

Provides an overview of the history of parent involvement, the impact of parent involvement on at-risk students, and policies that could be established by school boards to begin and promote effective parent involvement programs. Includes a discussion on the changing nature of the American family as a compelling reason to strengthen parent-school ties. Also discusses the nature of parent involvement as it applies to elementary, junior high, and high school.

Nickse, Ruth S., and Englander, Nancy. "At-Risk Parents: Collaboration for Literacy, An Intergenerational Reading Project." Equity and Choice 1 (Spring 1985): 11-18.

One in every five adults cannot read a letter from his or her child's teacher. The idea that the illiterate parent and at-risk child are a learning unit and could benefit from shared learning is the philosophy behind this Boston project in which illiterate adults improve their skills by reading to children ages 4-11. The program is administered as a cooperational effort for local agencies. First-year findings from the program show that pairing parents and children for reading instruction facilitates learning of both groups, changes attitudes and behaviors towards reading, and provides a motivation for low-reading adults to remain in adult literacy tutoring.

Nickse, Ruth S.; Speicher, Ann Marie; and Buchek, Pamela. "An Intergenerational Adult Literacy Project: A Family Intervention/Prevention Model." Journal of Reading 32 (April 1988): 634-39.

The Collaborations for Literacy model developed at Boston University to work with Chapter I families is based on an intergenerational approach to literacy. The primary objective of the empirically-based program is to change behaviors to improve the literacy climate in the home. The results of a pilot study are reported and several recommendations made in the areas or recruitment, curriculum, parental attitudes and values, training and supervision of tutors, and program intensity.

Novatis, Barbara. "A Parent Involvement Program that Meets Your Needs." Learning 86 (September 1986): 75-76.

Written by a third grade teacher, this article gives a step by step approach to planning and organizing a volunteer program using parents, grandparents, and older brother and sisters. The author provides samples of her parent volunteer recruitment questionnaire, introductory cover letter, and a form letter covering one of the categories chosen by the volunteer. Explanations and suggestions are also given regarding the benefits of involving parents, classroom protocol, and showing appreciation for parent participation.

Ohio State Department of Education. Manual for Encouraging Parent-Community Involvement in Bilingual Education and ESL Programs. Columbus, OH: 1984. ED 250 420.

A practical manual for determining the need for parent involvement in bilingual/ESL programs, encouraging parent interest and attitudes, and constructing an administrative process to meet the needs. Includes samples of actual questionnaires and other instruments. Profiles of these parent involvement programs in Ohio are included. Also provides examples of cultural differences which may present obstacles to understanding between LEP parents and schools.

Perin, Dolores. "Schema Activation, Cooperation and Adult Literacy Instruction." Journal of Reading 31 (October, 1988): 54-62.

The author suggests that two conditions appear highly important for keeping adult literacy students interested in academic tasks: use of their knowledge of the world and their active participation in learning. A combination of two teaching modules, schema theoretic, and cooperative learning is reviewed as an approach that meets these two conditions. Related training and actual use of these methods by adult literacy teachers is reported.

Peterson, Evelyn. "Parent Involvement: A Means of Developing Family Advocacy." Paper presented at the National Head Start Association Conference, Detroit, MI: April 15-18, 1982. ED 223 314.

This paper was prepared as a reference handout to all seminar participants at the 1982 National Head Start Conference in Detroit. The first part lists suggestions for fostering parent involvement, reasons for involvement, questions for school administrators on school responses to parent involvement, and a description of a successful Head Start program in a blue collar suburb of Detroit. The second part contains sample forms used in Head Start programs to document home visits, parent evaluation and input, and parent training relevant to both their involvement in the programs and to develop their own advocacy skills. Suggestions for successful home visits are provided.

Philippi, Jorie W. "Matching Literacy to Job Training: Some Applications from Military Programs." Journal of Reading 31 (April 1988): 658-66.

The military has developed three highly successful job-specific reading programs. Because improvement in general reading skills does not necessarily translate to reading tasks used on the job, alternative teaching methods are needed. Based on the military programs, the author outlines a teaching strategy where literacy skills can be effectively developed simultaneously with the "real world" employment needs of adults.

Powell, Douglas. "Parent Education and Support Programs." Young Children (March 1986): 47-53.

This article reviews findings of selected studies of parent education and support programs, and suggests implications for design of parent and future research. In particular the author reviews: (1) the shift toward family-oriented programs; (2) the effects of parent education programs on child and parent; (3) program comparison studies; (4) differences in parent participation and outcome; (5) sustaining program involvement.

Purnell, Richard F., and Gotts, Edward E. "An Approach for Improving Parent Involvement Through More Effective School-Home Communications." Paper presented at the meeting of the Southern Association of Colleges and Schools, New Orleans, LA: December, 1983. ED 245 842.

A sampling of families from two high schools was randomly selected to participate in telephone interviews regarding school/home communications.

Interviews sought to document parents' (1) perceptions of school/home communication practices, (2) reactions to practices, (3) suggestions for improved practices, and (4) practices useful for the secondary level. Suggested findings: 1) regular and timely newsletters are effective; 2) parents prefer early notification of potential academic or behavioral problems, together with brief follow-up suggestions on how to deal with the problem.

Purnell, Richard F., and Gotts, Edward E. "Preparation and Role of School Personnel for Effective School-Family Relations." Paper presented at the 69th Annual Meeting of the American Educational Research Association, 1985. ED 262 000.

This paper analyzes the results of a survey of 238 elementary and 208 secondary school teachers in a seven state region of Appalachia about their education-related experiences and needs. Comparisons were made between elementary and secondary teachers. Findings were as follows: (1) most prevalent interaction with parents was phoning home with problems, conferences, and open houses; (2) most parents come to school when there are problems; (3) teachers feel training to work with parents is not adequate; (4) both levels of teachers agree school-home interaction is essential for maximum educational attainment of the child, but feel parents lack the time and interest. Notes that elementary teachers respond more favorably to school-home interaction. Authors feel attitudinal changes in teachers, more experience, and practice are needed before they can proceed with effective parent-involvement endeavors.

Quintero, Elizabeth, Comp. Intergenerational Literacy Model Project Handbook. Austin, TX: Texas Education Agency, Division of Adults and Community Education Programs, 1987. ED 290 004.

This handbook describes a model project that provided literacy instruction for parents of preschool and primary school children and suggests on-going activities for parents to do with children at home. It also provides suggestions for implementing a literature review; a core curriculum that includes each of the five steps and lists needed materials; an evaluation narrative; sample graphic information of evaluation observations; sample evaluation forms and teaching tips.

Revicki, Dennis A. The Relationship Among Socioeconomic Status, Home Environment, Parent Involvement, Child Self-Concept, and Child Achievement. Chapel Hill, NC: University of North Carolina, 1981. ED 206 645.

This study of 321 second grade students and their families was conducted to determine the relationship between family environments and the child's self concept and achievement. Done in 1980, this survey questioned families from two Parent Education Follow Through Programs (PEFTA) in two locations - Washington and Florida. The results of this survey provided information for planning and design of educational projects which contained a parent involvement component. The findings also showed which kinds of parent participation were most closely related to child achievement and self concept.

Rich, Dorothy. "The Community Gap in Education." PEForum (April 1986): 2-3.

The author advocates parent-child learning activities at home which reinforce and support but do not duplicate the work of the school. Her position is that there are strengths in every family that can be mobilized into effective educational action. Teaching strategies for families to use at home include home learning "recipes" designed to teach reading, writing, and math. A community campaign is proposed to encourage greater awareness of the communities role (especially families) in the education of their children. Four primary purposes cited.

Rich, Dorothy. "The Parent Gap in Compensatory Education and How to Bridge It." Designs for Compensatory Education: Conference Proceedings and Papers. Washington, DC: June 17-18, 1986. ED 293 921.

Emphasizes that parent involvement programs must acknowledge the difference in family structure today. Two major considerations: (1) the majority of working mothers; and (2) the increase of single-parent families. Parents are interested in ways to help their children. Most parents are better educated today and better equipped to have more direct involvement in their children's achievement. Appropriate involvement today provides learning strategies for families to use at home. This "parent-as-tutor" approach acknowledges new family involvement limitations but maximizes that which they can do, thus achieving greater benefits. The Home and School Institute (HSI) system provides parents with techniques to increase children's learning which does not duplicate school work. Ten recommendations presented to promote successful home-school program.

Rich, Dorothy. "Schooling Parents." School Safety (Fall 1986): 26-27.

Author considers reaching the family is important as reaching the child. Educators must teach parents how to collaborate with teachers in the education of their children. Specific help from school mobilizes families to positive action. The key is to recognize every family as a system for teaching and learning. At home activities which supplement school can be done regardless of the academic level of the parent. Three Home and School Institute (HSI) activities cited: "No-Nag" times, "memory jogger" and "TV diet."

Rich, Dorothy; Mattox, Beverly; and Van Dien, James. "Building on Family Strengths: The Nondeficit Involvement Model for Teaming Home and School." Washington, DC: Home-School Institute, n.d.

Author states that creating effective parent involvement should be based on the belief that parents are the most important teachers for their children. The family, no matter how poor, can provide the best practical support for children and for schools. The nondeficit model builds on the existing strengths and creativity of homes and schools. Three programs from which data can be reported are cited.

Rosenbaum, Laurie et al., "A Profile of Three Groups of Inner City Women: The Relationship Between Locus of Control, Child Rearing Attitudes and Practices, and Degree of School Involvement." Paper presented at the 52nd Annual Meeting of the MidWestern Psychological Association, St. Louis, MO: May 1-3, 1980. ED 190 927.

Research has suggested that lack of involvement and powerlessness pervades many aspects of the lives of the inner city poor, including child rearing. Three groups of inner city women were interviewed: mothers paid to tutor in their child's school, mothers who volunteered, and mothers with low school involvement. School involvement did not affect overall feelings of helplessness. Paid tutors were more likely to feel they could have an impact on the school than those mothers who volunteered. Mothers who believe change controlled their lives had lower educational aspirations for their children, were less involved and responsive to them.

Roth, Gene L. "Blending, Slicing, and Dicing Adult Education, Vocational Education and JTPA." Lifelong Learning 12 (1989): 13-18.

This article discusses the similarities and differences between JTPA, adult education (ABE, GED, ESL), and vocational education with a view towards increasing cooperation among all three programs. Highlighted in the article is the Illinois approach to increasing joint planning and coordination.

Rosow, LaVergne. "Adult Illiterates Offer Unexpected Cues into the Reading Process. Journal of Reading 31 (November 1988): 120-24.

Eight adult illiterates were interviewed. Common responses and summary views of reading are reported. Conclusions: most adults seek literacy help to improve self-esteem; early negative education experiences continue to impact on adults.

Rubin, Roberta I. et al., "Long Term Effects of Parent Education Follow Through Program Participation." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 11-14, 1983. ED 229 113.

This study, conducted in a participating Parent Education Follow Through Program (PEFTP) community, located in two predominantly Black, eastern urban setting, was conducted to investigate the long term effects of the PEFTA students. One hundred twenty-two PEFTA graduates were compared to a group of 122 older students on three variables: (1) special education placement; (2) grade retention; and (3) incidence of drop out. Results were not significant for the special education variable or the grade retention variable among males. There were significant differences favoring PEFTA females on the frequency of grade retentions. There was also a significant difference favoring the PEFTA group on drop-out frequency. References and data tables included.

Schrenker, C., ed. Theme: What Every Parent Should Know About Reading. West Allis, WI: Wisconsin State Reading Association, 1981. ED 200 907.

Eight articles by different reading specialists are included in this paper on the role of the parent in at-home programs: (1) how parents can support the reading program; (2) time management suggestions for at-home reading; (3) strategies for parents in helping poor readers with the junior high curriculum; (4) what every parent should know about reading; (5) what parents should know about sex stereotyping in textbooks and society; (6) responsibilities of reading teachers in communicating with parents; (7) need for developmental reading programs at the high school level; and (8) administering at-home reading programs.

Seibert, Jane B. et al., "Emerging Trends in Parent School Communication." Paper presented at the 29th Annual Meeting of the National Reading Conference, San Antonio, TX: November 29-December, 1979. ED 182 734.

In order to determine the effectiveness of home-school communications, this study was undertaken to: (1) examine research supporting the need for parent-school interaction; (2) summarize trends in parent-school communication by citing examples from several exemplary programs related to reading; and (3) examine the results of a parent survey to assess the success of home-school communications. Parents of 254 students, grades 1-9, were surveyed in the north Texas area.

Shields, Patrick M., and McLaughlin, Milbrey W. "Parental Involvement in Compensatory Education Programs." Stanford, CA: Stanford Education Policy Institute, May 1987.

Research study designed to assess: (1) nature and extent of parents as decision-makers in Chapter I; (2) effects of change from Title I to Chapter I on parent involvement; (3) effects of state and local factors on Chapter I parent involvement decision-making; and (4) the nature and extent of parent involvement instructional activities. Staff attitudes toward parent involvement, communication with parents, use of a parent coordinator, and parents in the school as aides are discussed.

Simich-Dudgeon, Carmen, ed. Issues of Parent Involvement and Literacy. Proceedings of the Symposium held at Trinity College, Washington DC: June 6-7, 1986. ED 275 206.

The Symposium on Issues of Parent Involvement and Literacy sponsored by the Trinity-Arlington (Virginia) Teacher and Parent Training for School Success Project was held to (1) to provide a forum for educators, policy-makers, and community leaders to explore the issue of parent involvement and literacy as they related to LEP parents, and (2) to train interested regional educators how to initiate and implement a successful LEP program modeled after the Trinity-Arlington project. This symposium was the culmination of a three-year project. Seven principles suggested to encourage parent involvement in LEP parents. Materials and methods of instructing parents given. The importance of involving LEP parents in a variety of activities

suited to their own needs, economic, cultural and social emphasized. Examples of other similar projects cited.

Snow, Mary B. Special Needs Families: Research Synopses. School-Family Relations Program. Final Report, December 1, 1982 through November 30, 1983. Charleston, WV: Appalachia Educational Laboratory, 1983. ED 245 175.

The document contains research on six special needs families: families with handicapped children; low SES families; minority families; rural families; single-parent families; and two-job families. Each synopsis covers historical background and trends, family characteristics, special problems or barriers to parent involvement, responses of the schools, and future goals. Intended to be useful resource materials for in-service workshops for school staff. Selected references are also included.

Steinberg, Lois S. et al., "Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation." Executive Summary. Chicago, IL: National Opinion Research Center, 1980. ED 229 461.

An executive summary of a study which explores school and community factors which encourage parent participation in school decision-making policies. A primary objective was to identify and compare factors that foster parents networks around school issues in suburban and urban areas. Five groups mobilized in a New York suburb to promote decision-making reform were studied and compared to five groups in a Black/Latino Chicago neighborhood. Major findings, differences in parental participation, and school encouragement of participation were the basis of several recommendations for promoting successful decision-making participation. They included parent representation on school boards, training programs for access to new ideas, councils to promote parent leadership, and networks for parents and school personnel to interact with one another.

Sticht, Thomas. Literacy and Human Development at Work: Investing in the Education of Adults to Improve the Educability of Children. Alexandria, VA: Human Resources Research Organization, 1980. ED 262 201.

Research indicates that many illiterate youths and adults who become parents are unable to transfer high levels of oral language skills or to model literacy use for their children. Studies indicate that among the human resource benefits that could be attained from employer-sponsored literacy training programs are: (1) developing the value obtained from education dollars; (2) relieving children's adult employment problems and (3) improving children's ability to achieve in school. Research studies have confirmed that literacy skills have a direct impact on productivity and productivity in the workplace. Literacy programs that focused training directly on teaching students how to perform job-related reading tasks resulted in improvements in both general and job-related literacy, with even brief programs having significant impacts of worker's literacy skills.

Stough, Morrow F. "Lowering Barriers to Home-School Communication: In Search of a Re-Definition of Parent Involvement. The Perceptions of Four Hundred Eight-Two (482) Parents, as Expressed in Personal Interviews." San Diego, CA: San Diego State University, California School of Education, 1982. ED 220 989.

Parents of students in four schools (two elementary, one junior high, and one senior high) in San Diego, California were surveyed in home-school communications. The survey, included in this paper, contained 67 questions concerning contracts between parents and school, homework, the part parents play in their child's education, parents' feelings about their children's school. Sixteen conclusions indicated parents want to be included in the structure of their children's education. Twenty-seven recommendations for future parent-school communications were given. References and a demographic description of parents included.

Swick, Kevin J., and Manning, Lee. "Father Involvement in Home and School Settings." Childhood Education 60 (Nov.-Dec. 1983): 128-34. EJ 288 596.

Literature on fathering provides evidence that fathers have both the necessary desire and competence to succeed with children. Research substantiates the importance of fathers' role in academic achievement and morale development. This article examines the effects of father involvement at key stages from the birth process to the elementary-middle years. Suggestions for fathers to follow at these various stages are included. According to this article, fathers as resource persons, tutors, or classroom volunteers will strongly affect all the children in the classroom.

Swick, Kevin J., and Land, Betty Lou. "The Long Term Influence of a Kindergarten Parent Involvement Program." Paper presented at the Annual Conference of the Southern Association on Children Under Six, Lexington, KY: March 6-10, 1984. ED 241 177.

A longitudinal study was conducted to compare the reading achievement of students involved in the Right-to-Read Project with those of a control group, with particular respect to the implications of the effects of parents involvement on the learning process. Results indicated no significant differences among groups over the three-year study period. However, implications for educators in this article include suggestions for avoiding "pitfalls" when designing parent education/involvement/participation programs.

Szegda, Martha et al., "The Later Effects of the Parent Education Follow Through Program on Achievement Scores for Matched Pairs of Program Children and Their Non-Program Siblings." Chapel Hill, NC: North Carolina University, 1984. ED 247 356.

The Parent Education Follow Through Program (PEFTA) is one of the follow through models which features home visits by paraprofessional parent educators, parents volunteering in classrooms, and parent involvement in program governance. This article presents long-term results issued on early program participation. Eight and ninth grade students were compared with

older, non-program siblings. While there were no significant differences on SRA performance, PEFTA mean scores were higher. There were significant differences in the Aroda's factor of the Differential Aptitude Test. Article also reviews related follow through research.

Tolliver, Howard. "Community Participation in Urban Public Schools: An Overview of Issues." Bethesda, MD: ERIC Document Reproduction Service, 1979. ED 174 724.

This paper addresses the factors which should be considered in determining decision-making levels of participation in urban schools. These issues include: (1) definition of community; (2) social analysis of the urban minority group; (3) arguments for and against community' participation; and (4) administrative road blocks to community participation.

Trinity-Arlington Teacher and Parent Training for School Success Project. A Parent Involvement Model for Use with Limited English Proficient High School Students. Teacher's Guide: The Vocational Oriented Bilingual Curriculum. Arlington, VA: Arlington Public Schools, and Washington, DC: Trinity College, 1986. ED 274 223.

A teaching guide and accompanying materials for parents are provided for a program designed to help parents work supportively with their LEP high school children to exchange English language and cultural knowledge. Parent training activities are printed in English, Spanish, Vietnamese, and Lao. Activities in the form of home lessons accompany the Vocationally-Oriented Bilingual Curriculum. Activities emphasize cooperation among parents, students, and school personnel. Examples: time management, working with a guidance counselor, looking for a job in the classified ads, and attendance rules. Teachers Guide provides explanation of programs with detailed steps to use in application. Related documents:

English - Spanish	ED 274 222
English - Vietnamese	ED 274 224
English - Lao	ED 274 220
English - Khmer	ED 274 219

True, Douglas, and Ehda, Patty. Parent Volunteer Handbook. Teachers Need Parents-Parents Need Teachers-Students Need Both. Hansford, CA: Kings County Superintendent of Schools, Curriculum Services Dept., 1980. ED 240 170.

This document is a parent volunteer handbook for parents of elementary grade children in Kings County Schools, California. It contains (1) brief description of state and federal compensatory education programs; (2) explanation of parent involvement and its merits; (3) different kinds of volunteer activities; and (4) different support components arising from a needs assessment in the areas of reading, language development, math, multicultural education, health, staff development, parent involvement, and parent education. A list of emotional, mental, and physical characteristics of kindergarten, first, second, and third grade children included.

Turner, Terilyn C. "Using the Computer for Adult Literacy Instruction." Journal of Reading 31 (April 1988) 643-47.

A program developed at the Technology for Literacy Center in St. Paul, MN uses computers for instructing adults in basic reading instruction. The program, located at a shopping mall, requires participants to commit to four hours/week. Success of the program is attributed to the following features: privacy, immediate feedback, individualization, control and flexibility.

U.S. Department of Education. Schools That Work: Educating Disadvantaged Children. What Works [series]. Washington, DC: 1987. ED 280 938.

This book explains how schools and communities serving children in poverty can be strengthened and profiles schools that are providing model program to educate disadvantaged children. It is also a practical guide to the most reliable and significant current research and practice concerning the education of disadvantaged children. One section addresses specifically what parents, guardians, and communities can do to help disadvantaged children. Three recommendations are given: 1) instill in children the values they need to progress in school and throughout life; 2) demand the best from children and show this concern by supervising children's progress; and 3) get involved with schools and with children's education outside school. These recommendations are followed by the research and specific actions which can be taken to help children. One page summarizes of exemplary programs that fit with each recommendation are cited in this section.

Vacanti, Loretta. Parent-Generated Home-School Activities. Washington, DC: United States Office of Education, 1977. ED 141 360.

This model was developed for use in in-service training for parent educators who serve as home visitors. It can be used by any teacher parent volunteer or other adult who wants to develop home learning activities which met the individual needs of children. This module shows two home visitors how to solicit ideas for home-school activities from the parents they visit. It provides a model for creating home-school activities. The module also tries to provide insight into the needs of children and their families by increasing skills in listening and interpreting concerns, complaints, and questions. The concept of strengthening the home-school partnership is stressed. Examples of activities are included.

Van-Devender, Evelyn M. "Involving Parents: How and Why." Academic Therapy 23 (May 1988): 523-28.

The author believes that because parents and communities have grown distant from schools, it is important that new ways of involving parents be implemented. A three-step approach to encourage participation is given - motivate, participate, and communicate. She concludes that this approach will generate positive relationships and foster interaction among the educational community.

Waller, Suzanne P., and Waller, Michael, I. "A Multi-Dimensional Approach to Successful Early Childhood Intervention." Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA: April 7-11, 1980. ED 184 679.

This paper describes the design and underlying theory of the Multiple Model Preschool Program (MMPP), a three year early childhood intervention program which focused on: (1) parental involvement; (2) establishment of strong home-school relations; and (3) individualized education. The MMPP studied the effects of this multi-dimensional program on 134 low-income preschoolers, age 3, designated as potential at-risk students. Three different settings were included in the study: rural, large urban, small urban. Results in the cognitive functioning of these students were measured in standarized tests and revealed significant gains which the author feels supports the MMPP approach as a means of future academic success.

Washington (State) Office of the State Superintendent of Public Instruction. Evaluating the School for Multicultural Education. A Handbook. Olympia, WA: Office of the State Superintendent of Public Instruction, 1982. ED 222 591.

This needs assessment study is designed to help school districts assess local conditions and needs in the area of multicultural education. Part 1 contains an evaluation checklist of information to look for and questions to ask. The checklist considers five areas: school philosophy and characteristics, educational programs and services, and parent involvement. The parent involvement part of this section considers the parent and his/her impact as school policy decision-maker. Part 2 contains the needs assessment survey, instructions for administering the survey and individual questionnaires.

Weibly, Gary W. "Parental Involvement Programs: Research and Practice." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA: April, 1979. ED 180 119.

The relationship between parents' involvement and their children's academic success, especially in low-economic backgrounds, is examined. As a result of his research, the author feels that parental involvement is more effective for the preschooler than the elementary school student. Obstacles in carrying out parental involvement programs exist on the preschool and elementary level. Those cited include poor self-image of parents as educators, disinterested parents, teachers' perceptions of parental involvement as threatening and improper, and incomplete program implementation.

Weidman, John C., and Le Mahieu, Paul. "Parent Involvement in Children's Out-of-School Learning: The MAP-AT-HOME Program." Paper presented at the 80th Annual Meeting of the American Sociological Association, Washington, DC: August 27, 1985. ED 262 296.

This paper is an evaluation of an at-home parent involvement program. MAP-AT-HOME is designed to provide parents with skills necessary to work with their children on homework. Findings from a survey of parents who participated provide data about (1) their perceptions of the effectiveness of

training; (2) how much they used the materials provided to them; (3) frequency of participation with their children in other educational activities at home or in the community. Six phases are included in the program: (1) materials prepared for teacher workshop; (2) materials distributed to 1,759 parents from 56 school at a school meeting; (3) three hour Saturday workshop for parents; (4) mailing materials to parents of specific grade levels K-8 in reading, math and grammar; (5) local broadcast of MAP-AT-HOME game every night at 5:30; (6) continuing workshops and recognition for parents. Reference and data tables included.

Williams, David L. "Parent Involvement in Education: What a Survey Reveals." Austin, TX: Southwest Educational Development Lab, 1984. ED 253 327.

The Parent Involvement in Education Project, a research project done by Southwestern Educational Development Laboratory, surveyed parents, teachers, principals, and school associated professionals on five different aspects of parent involvement in the elementary grades: (1) attitudes; (2) decisions; (3) roles; (4) activities; and (5) as part of teacher training. Results show parents have a high degree of interest in home-school participation. But how this is achieved shows that parents and educators have different views on certain aspects of parent involvement. Parent involvement interests extend beyond those areas designated as appropriate by the schools. In order for parent involvement to become more acceptable, viable and effective, a clear definition is necessary - one in which all can agree.

Williams, David L. Jr., and Chavkin, Nancy Feyl. Teacher/Parent Partnership: Guidelines and Strategies for Training Teachers in Parent Involvement Skills. Austin, TX: Southwest Educational Development Laboratory, 1986.

This paper discusses the development of guidelines and strategies put together by the Parent Involvement in Education Project (PIEP) for training both preservice (teacher trainer) and inservice elementary school educators about parent involvement. Guidelines and strategies are divided into two topic areas: (1) training teachers about parent involvement in children's learning; and (2) training teachers about parent involvement in shared educational decision-making. The broad nature of these guidelines and strategies enables them to be used as a framework for developing courses and workshops. Selected resources and references of organizations, individuals, conferences, and symposiums on parental involvement provided.

Woods, Mary. "Beginning a Literacy Program." Excerpted from Project Literacy U.S. (Plus) Information and Resources for Task Forces. Pittsburgh, PA: 1987. ED 284 987.

A booklet developed to offer practical advice to those in charge of, or attempting to develop, a small literacy program. Organized into nine sections. Includes bibliography and sample forms.

Young, Deborah, and Irwin, Martha. "Integrating Computers into Adult Literacy Programs." Journal of Reading 31 (April 1988): 648-52.

Suggestions are made for ways computers, especially word processing programs and data bases, can be used in working with adult learners. Suggestions are based on the author's experience at The Academy, an adult literacy project at Eastern Michigan University.

Ziegler, Suzanne. Homework. Ontario, Canada: Toronto Board of Education, 1986. ED 274 418.

Summarizes the case for assigning homework, reviewing the research about effects of homework on achievement and students attitudes toward learning. Includes a useful discussion of characteristics of quality homework assignments, a typology of homework assignments, and a section on the need for developing school district homework practices.